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ABSTRACT

This book reassesses the contributions of comparative educational research and theory to the understanding of contemporary educational problems and educators' capacity to solve them. The chapters arose from a series of seminars that examined the many changes in comparative education. The volume is divided into three parts. Part 1, "Comparative Education in the 1990s: Theory, Method, and Context," contains 6 chapters: "On Comparing" (D. Phillips); "Comparative Education in the 1990s" (P. Broadfoot); "Coping with Complexity in Comparative Methodology" (J. Schriewer); "Late Modernity and the Rules of Chaos" (R. Cowen); "Comparative and International Education at United Kingdom Universities" (M. Schweisfurth); and a "Postscript" (J. Betts and S. Wilde). Part 2, "Comparing Classrooms and Schools," also features 6 chapters: "Comparing Classrooms, and Schools" (R. Alexander); "Method and Meaning in Comparative Classroom Ethnography" (J. Tobin); "Creating a New Methodology for Comparative Educational Research" (D. Reynolds); "Culture in Pedagogy, Pedagogy across Cultures" (R. Alexander); "Interpreting Classroom Practice around the Globe" (M. Galton); and a "Postscript" (M. Schweisfurth). Part 3, "Comparing Pupil Achievement," includes 7 chapters: "Comparing Pupil Achievement" (P. Broadfoot); "Measuring the Quality of Educational Outputs" (H. Steedman); "International Comparisons of Educational Attainment and Economic Performance" (P. Robinson); "Comparative Research on Pupil Achievement" (P. Broadfoot); "Comparing Children's Learning, Attitude and Performance in French and English Primary Schools" (M. Osborn and C. Planel); a "Commentary" (D. Hawker and G. Bonnet); and a "Postscript" (P. Broadfoot). (RJM)

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